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to each of the 13,000 active registrants a letter asking for information as to his desire or ability to teach. To this letter the division received 5,000 replies. Part of the falling off in the number of registrants was probably due to lack of confidence caused by the first closing of the division and to less extended publicity, but much of it was unquestionably due to an increasing shortage of teachers.

As soon as a fair return of registrations was received the division announced to colleges, universities, and high schools that it was open and ready for service. The colleges and universities took but little advantage of the offer. The high schools made requests for teachers of all kinds at an average of at least 175 a day. The lowest number asked for in any one day was 25, the highest 436. Teachers of domestic science, manual training, and agriculture were in special demand. The names of all the active registrants of the division were sent out numbers of times in three or four weeks. Congress again refused appropriations, and on July 1, 1920, the work of the division ceased for a second time.

The rather incomplete sketch of teacher placement by public organizations makes it clear that the work is a necessary and very important service. The policies that must be followed in order to bring about the best results have been fairly well established by experience. The bureaus engaged in it need to be more closely coordinated and methods of exchange of credentials, evaluation of certificates, and standardization of credits need to be provided.

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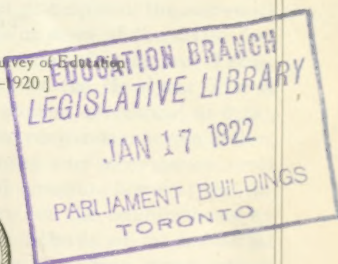
BUSINESS TRAINING AND COMMERCIAL EDUCATION

By

GLEN LEVIN SWIGGETT

SPECIALIST IN COMMERCIAL EDUCATION
BUREAU OF EDUCATION

[Advance Sheets from the Biennial Survey of Education
in the United States, 1918-1920]



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BUSINESS TRAINING AND COMMERCIAL EDUCATION.

By GLEN LEVIN SWIGGETT,

Specialist in Commercial Education, Bureau of Education.

CONTENTS.—New developments—Training and education—Recent surveys—Training in retail selling—Commercial teacher training—Foreign service training—Foreign trade training survey—Commercial engineering—Related activities of Federal bureaus.

INTRODUCTION.

The period of participation of the United States in the recent war witnessed a revival of interest in training for business with a consequent experimentation in all types and grades of schools, as well as through nonschool agencies, governmental and otherwise. A survey of this field for the two years ending June 30, 1920, reveals an interest even greater than that of the preceding two years for traditional schools, but indicates a subsidence of interest and discontinuance of experimental effort on the part of some nonschool agencies, particularly branches of the Federal Government.

Three recent foundations have been established. They have their inception in the definite belief that training will lead to a larger and more practical application of pertinent principles of the economics of business to the specific problems of one or more of the major factors in industry and commerce. These new foundations are: Trade-union colleges; the Industrial University of the Goodyear Tire & Rubber Co., with teaching staff of 117, a student enrollment of 6,200, and a course of study to include economics, corporation organization, industrial management, finance, bookkeeping and accountancy, costs and statistics, commercial geography, and economic history; and the announcement¹ that plans are under way for the establishment by the National Association of Corporation Schools of an industrial and commercial university for the purpose of making investigations and conducting courses to train efficient executives in all departments of the field of personnel relations in industrial and commercial life.

TRAINING AND EDUCATION.

In any consideration of accomplishment and tendencies in the development of this phase of educational preparation it is always well to keep in mind a real difference between training and education, particularly since no other type of educational preparation has given such confusion of terms with respect to the content, method, and

¹ <http://www.archive.org/details/businesstraining00swiguoft>
Schools.

purpose or object of study. This is due in a large measure to the fact that business training came as a late entrant to high school and college. The period of readjustment in accord with the established academic procedure in respect to admissions and graduations was and is coincident with a period of industrial and commercial expansion, the course of which has not always been under economic control. Sensing the economic gain to ensue through the correlation of training for and actual conduct of business, business educators and business men have endeavored in larger numbers and throughout a larger territory than ever before to obtain a program of coordinated educational opportunity and business need which would give to business a natural movement of supply from the schools of boys and girls, men and women, efficiently trained for the enlarging definite and specific tasks of business.

The motive of this approach has been cordial but not always timely, and has sometimes been ill-advised. Always the latter when the fundamental purpose of the public schools in a democracy has not been kept clearly a guiding principle in the establishment of special training courses. The division of labor in the field of distribution has not always been apparent as in that of production. The unit cost in marketing involves factors yet intangible. It is therefore difficult, involving uncertainty and change, to functionalize business training courses the major, nay the sole, purpose of which is to train for specific tasks of business. Experimentation, therefore, in this special field of educational endeavor is more evident in vocational business training than in the broader and more general aspects of liberal commercial education.

And this is rightly so. We live in an economic era. Inter and intra national affairs are largely determined by economic advantages, and these are in a large degree conditioned by the magnitude of scale and measure of efficiency in management of industry and commerce. The need of constantly improved methods for increased production and salvage, in transportation, marketing, and financing, no matter in what field of development, has never been more apparent. Nor has there ever been a greater need for trained labor, whether of head or hand. The consciousness of this need has given to business education a position of commanding interest in business as well as in education. Commercial organizations, National, State, and local, place increasing emphasis on training and education for business and commerce. Programs in training for special types of business service similar in purpose and procedure to that of the American Institute of Banking have been developed and extended by other organized business service groups, for example, the National Association of Credit Men has planned a course of study to be offered by co-operative arrangement in the larger urban universities.

The schools of commerce and business administration of the larger universities cooperate largely in this novel development in the field of business education. In institutions of this type the work has passed successfully the period of experimentation and suggests a direction which may ultimately be taken by vocational training of secondary years. Cooperation of school agencies is secured, but interested business of special service assumes a large measure of initiative, direction, and financial responsibility. The assured success, however, of instruction of this character, if a permanent gain to business is to result, is conditioned by the anterior education of the student.

It is at this point that one must hold fast to the fundamental difference between training for business and education for business or commerce in the organization and administration of commercial education. Education for commerce is commercial education. It deals with principles and laws that govern commerce; possesses a body of information that may rightly be called the culture of business; and gives the technique necessary in management of business, simple or complex. It requires years in preparation, whether for domestic or foreign trade; would defer specialization; and implies a reasonable measure of standardization and sequence of courses in educational practice. On the other hand, one can begin vocational business training in the schools whenever the maturity of the student permits training for the job which is at hand. In this respect the commercial trades are not unlike the industrial trades. The only difference is in how much of this kind of training shall the schools carry and how much shall be left to business itself.

This question naturally arises whenever the basic difference between training and education is understood. The insistence upon an answer to the question is becoming increasingly apparent in discussions on commercial education.

Four recent publications in particular call for more than passing mention in this connection, namely, "Business Education in Secondary Schools,"¹ a report of the commission on the reorganization of secondary education appointed by the National Education Association; "A Survey of Commercial Education in the Public High Schools of the United States,"² by Leverett S. Lyon; "Commercial Education, Organization, and Administration,"³ issued by the Federal Board for Vocational Education; and "The Relation of the Collegiate School of Business to the Secondary School System,"⁴ a discussion by Dean L. C. Marshall, of the University of Chicago, and

¹ Bull., 1919, No. 55, Dept. of Interior, Bur. of Educ.

² Dept. of Educ., Univ. of Chicago, 1919.

³ Bull. No. 34, Educational Series No. 3, Fed. Bd. for Voca. Educ.

⁴ Jour. of Polit. Economy, Vol. XXVIII, No. 2, Feb., 1920.

others. These recent contributions to the subject of commercial education indicate division in thought that can not be ignored. In respect to the position we take, we define the purpose of commercial education and can perhaps delimit the sphere and scope of business training. If so, we secure common thinking and common action with seemingly disparate groups.

The aim of business training is definite and specific. That of commercial education is of wide range and may even at first glance seem purposeless in its effort to educate broadly for the understanding of social phenomena and economic management. The element of time is a determining factor in the difference of aim and must condition the when, what, and where of business training and commercial education. For example, admitting the principle underlying the report made by the committee in Bulletin No. 55 above mentioned, two members of the review committee objected to the limited amount of time given to social study and community civics, in which objection the report of Dean Marshall would strongly concur. The latter report ably defends the thesis that business education must give competence in social relationships as well as technical competence and develops successively from the seventh grade through social science studies opportunity for the enlarging grasp on the part of the student of the individual's economic and social functioning in organized economic society. The Association of Collegiate Schools of Business has appointed a commission to correlate, after a suitable survey, secondary and college business education somewhat along the lines of Dean Marshall's report.

It would seem that the program of the association would lessen greatly the demand for commercial occupational surveys, although opportunity will be fully allowed for commercial electives to meet known vocational needs. The demand for surveys of this character, however, continues strong, although within the past two years no report of the significance of the Cleveland survey has been published.

RECENT SURVEYS.

The belief persists that known business needs permit and lead to localization and specialization in type, method, and content of business education. Surveys, both general and particular, are being carried on with local cooperation by the two Federal agencies. The survey of outstanding importance of the Federal Board for Vocational Education is the commercial occupational survey of some 20 type cities. The survey⁵ was carried on through the State directors of vocational education in 16 States having a continuation school

⁵ Survey of junior commercial occupations. Bull. No. 54 Com. Educ. Series No. 4 of Fed. Bd. for Voca. Educ.

law. There are 22 such States. Based on job analyses of the junior commercial trades, direct training through 26 elementary business-training courses is suggested as possible. The division of commercial education of the Bureau of Education has planned with regional co-operation to ascertain within each region by investigation and survey the natural economic advantages for industrial and commercial development; with the resulting major types of productive and distributive business for which pertinent courses of study adequate to meet the progressive needs of these major types of business shall be constructed and introduced into schools and colleges.

Special mention should be given of the survey of New Brunswick, N. J., in the spring of 1919. The bureau's specialist in commercial education assisted with this survey. Secondary education in New Brunswick is on the three-three plan. Therefore the purposes and opportunities of the coordinating junior and senior high schools had to be considered in relation to independent as well as complementary functions of local business in recommending a suitable course of study. The survey was conducted in the usual manner. From the results secured, business training study groups, prematurely differentiated, seemed ill advised. The immediate problem, therefore, was to formulate for these two high schools an articulated course of study in preparation for general business with such emphasis upon the essentials and background of business in the junior high school as will both satisfy local business needs and encourage and equip all students who may wish to continue their studies in the higher schools.

The proposed course of study follows, with comment:

JUNIOR HIGH SCHOOL.

SEVENTH AND EIGHTH GRADES (FOR ALL STUDENTS).

<i>First half.</i>		<i>Second half.</i>	
Subjects.	Periods per week.	Subjects.	Periods per week.
1. English-----	5	1 and 2. English and arithmetic-----	5
2. Arithmetic-----	5	2. Commercial products and science-----	5
3. History and geography (U. S.)-----	8	3. History and geography (U. S.)-----	8
4. Foreign language-----	5	4. Foreign language-----	5
5. Physical training (3) and music (1)-----	4	5. Physical training (3) and music (1)-----	4
6. Industrial and household arts (including drawing)-----	4	6. Industrial and household arts (including drawing)-----	4
7. Citizenship-----	2	7. Citizenship-----	2

COMMENT.—In the eighth grade the course in history and geography will treat of modern Europe. It is urged that citizenship be given under proper direction and supervision, with regular tests during two assembly periods to the entire junior high school. The subject should be likewise presented for the same number of hours to all students in the senior high school during the senior assembly. The combination of English and arithmetic in the second half year is especially urged. While this plan may seem at first novel and radical, the many advantages to the subject, the student, and business in general warrant

at least a careful trial. With the exception of college-entrance students beginning algebra in the ninth grade, it is suggested that this combination of English and arithmetic in the second half of the school year be tried for the seventh, eighth, and ninth grades. Especial attention is called to the suggested treatment of elementary science in connection with commercial products. This plan affords the best possible treatment for the introduction of the industrial applications of science and vitally motivates at the same time the courses in history and geography.

NINTH GRADE.

First Half.

Subjects.	Periods per week.
1. English-----	5
2. Arithmetic-----	5
3. History and Geography (Latin America)-----	8
4. Modern Language-----	5
5. Physical Training (3) Music (1) Drawing (2)-----	6
6. Citizenship-----	2
7. Typewriting-----	5

Second Half.

Subjects.	Periods per week.
1 and 2. English and Arithmetic-----	5
2. Commercial Products and Science-----	5
3. History and Geography (Latin America)-----	8
4. Modern Language-----	5
5. Physical Training (3) Music (1) Drawing (2)-----	6
6. Citizenship-----	2
7. Typewriting-----	5

COMMENT.—In this grade there is some emphasis on differentiation in the direction of business training. As stated above, college entrance students will, for the present, substitute algebra for arithmetic. Vocational students will substitute industry and household arts for typewriting.

SENIOR HIGH SCHOOL.

TENTH GRADE.

First Half.

Subjects.	Periods per week.	Subjects.	Periods per week.
1. Business English and Correspondence-----	5	4. Modern Language-----	5
2. Elementary Bookkeeping-----	5	5. Typewriting and Office Practice-----	5
3. Industrial History of the United States-----	3	6. Physical Training-----	3
		7. Citizenship-----	2

COMMENT.—The above course of study for first half of tenth grade is repeated without change in the second half.

ELEVENTH GRADE.

First Half.

Subjects.	Periods per week.	Subjects.	Periods per week.
1. Business English and Correspondence-----	5	Elect two of the following:	
2. Commercial Arithmetic-----	2	Modern Language-----	5
3. History of Commerce-----	2	Stenography-----	5
4. Science-----	3	Advanced Bookkeeping-----	5
5. Physical Training-----	3	Salesmanship-----	5
6. Citizenship-----	2		

The foregoing course of study for first half of eleventh grade is repeated without change in the second half. For the present, salesmanship is not to be offered as an elective in the junior year. As soon, however, as the local situation warrants, this subject is to be considered and offered as a study project like stenography and bookkeeping. In the eleventh and twelfth grades all written work should be submitted in typewritten form.

TWELFTH GRADE.

First Half.

Subjects.	Periods per week.	Subjects.	Periods per week.
1. Business English and Correspondence-----	3	Elect two of the following-----	
2. Commercial Arithmetic-----	2	Modern Language-----	5
3. Modern Economic History-----	3	Economics of Business and Finance-----	5
4. Commercial Law-----	3	Business Organization-----	5
5. Science-----	3	Stenography-----	5
6. Physical Training-----	3	Subsidiaries-----	5
7. Citizenship-----	2		

COMMENT.—The foregoing course of study for first half of twelfth grade is repeated without change in the second half.

A large number of colleges and universities have established recently separate schools of commerce, business administration, etc. No period has been more marked in this respect than that of the last two years. This is particularly true in the Southern and Central States. It is gratifying, further, to note that in these more recent establishments there is evidence of a desire to build the courses around two fairly well-established university majors, namely, accountancy and business organization and management. The diversity of opinion in respect to the educational value of stenography and typewriting, both for admission and graduation credits, still retards the development of a course in secretarial practice of college grade. Nevertheless, there has been marked development in the latter special career-training course. The smaller colleges with training courses of the better business college type, for men as well as for women, but particularly the latter, begin to react to the principle of direct training in the arrangement and sequence of courses in the commercial departments, as they are usually called, attached with large measure of autonomy to their preparatory schools or included within the college proper. The one and two year emergency or war-time courses, prepared and sent by the commercial education division of the Bureau of Education for use largely in institutions of this type, have been of great help to the smaller colleges for women.

TRAINING IN RETAIL SELLING.

Another marked tendency in direct training with the development of a pertinent functional group is that of retail selling. Very nearly every type of educational agency has been affected. Impetus has been given to this development by the program and special effort of the Federal Board for Vocational Education and the National Society for Vocational Education.

The need for instruction of this character was especially emphasized by Supt. F. V. Thompson, of the Boston city schools, in the

report on commercial education for the Biennial Survey 1916-1918, of the Bureau of Education. It is also given full recognition by the committee on business education as one of three high-school curricula, namely, general business and bookkeeping, stenography and preser-retarial, and retail selling and store service.

The need for teachers of retail selling became quite early apparent in the establishment of this course. Naturally urban universities have responded first to this need. Carnegie Institute of Technology inaugurated in October, 1918, a training course for personnel assistants in stores and teachers of retailing as part of a larger program for the intensive study of human relations in industry and business. Cincinnati and New York Universities have since followed with courses somewhat dissimilar in plan of organization and method of instruction. The three types, however, present features in common which may lead to common procedure in the early future in the extension of this type of training for store service and teaching of the same. Subjects of instruction naturally common to these teacher-training courses are store organization and management, technique of selling, and merchandise information. The significant difference in the three types of training here mentioned is due doubtless to the variety of major purpose that consciously has underlain the planning of these courses, namely, preparation of high-school teachers, directors of sales of department stores and other business, and research sales specialists—a threefold obvious need.

COMMERCIAL TEACHER TRAINING.

The need for teachers in business training and commercial education subjects becomes increasingly more apparent to school officials as the type and scope of instruction to be given in schools and colleges in preparation for business and commerce become more and more fixed. An inquiry in respect to the training of secondary commercial teachers sent by this division of the bureau in March, 1919, to higher institutions, including public and private normals, revealed the fact that scarcely any attention was being given throughout the United States to commercial teacher training. For example, among the larger universities, including State universities with a school of commerce, courses were only reported at the following institutions: Chicago University, University of Illinois, Simmons College, University of Minnesota, University of Nebraska, College of the City of New York, New York University, University of North Dakota, University of Oklahoma, Oregon Agricultural College, University of Oregon, Temple University, Carnegie Institute of Technology, University of Pittsburgh, the University of Utah, and the State Teachers' College of Colorado, Iowa State Teachers' College, New York

State College for Teachers, and the three Ohio institutions in Ada, Athens, and Miami. The catalogues of similar institutions of this type, however, announce this work as already or about to be established: University of Arkansas, the University of Southern California, University of California, including the southern branch at Los Angeles; Florida State College for Women, Georgia School of Technology, University of Idaho, University of Indiana, University of Iowa, Iowa State College of Agriculture and Mechanic Arts, University of Kansas, University of Louisville, Boston University, Harvard University, University of Montana, University of Nevada, Columbia University, Syracuse University, University of North Carolina, North Dakota Agricultural College, University of Cincinnati, University of Pennsylvania, University of South Carolina, University of Washington, and the University of Wisconsin.

Public normal schools to report commercial training in response to the inquiry of March, 1919, were those of Tempe, Ariz.; Williamantic, Conn.; Carbonale and Normal, Ill.; Emporia and Pittsburg, Kans.; Richmond, Ky.; Salem, Mass.; Kalamazoo and Ypsilanti, Mich.; Cape Girardeau, Warrensburg, and the Harris Teachers College of St. Louis, Mo.; Kearney, Peru, and Wayne, Neb.; Keene and Plymouth, N. H.; Plattsburg, N. Y.; Valley City, N. Dak.; Cleveland, Ohio; Alva, Okla.; Indiana, Mansfield, and Slippery Rock, Pa.; Cheney, Wash.; Shephardstown, W. Va.; and White-water, Wis. A course in commercial teacher training has been planned or introduced at the normal schools located in Mount Pleasant, Mich.; Trenton, N. J.; Canyon, Commerce, Huntsville, and San Marcos, Tex.; and Fredericksburg, Va.

It will thus be seen that it was impossible to receive training for the teaching of secondary school subjects in preparation for business and commerce at the close of the school year, as reported in the following States: Alabama, Arkansas, Delaware, Louisiana, Maine, Maryland, Mississippi, Nevada, New Mexico, Rhode Island, South Carolina, Tennessee, Vermont, and Wyoming.

Commercial teacher training by intensive courses in subject matter, as well as in methods, is being encouraged and will doubtless be rapidly extended. Mention should be made of the recently established summer school instruction at the University of California, University of Virginia, and the Public Normal at Oswego, N. Y.

FOREIGN SERVICE TRAINING.

The two years just elapsed have seen marked development in interest for special training for foreign service, particularly commercial. In addition to the group sessions devoted to this topic at the annual convention of the National Foreign Trade Council, other

national organizations, notably the American Manufacturers Export Association, have set aside special educational sessions on the programs of their annual meetings. The United States Chamber of Commerce has likewise begun to consider foreign trade at sectional meetings, in which training naturally is emphasized. The opportunity for instruction in foreign trade, from the short lecture course, with or without serious study, to the university major has been widely extended. Several private business schools now offer instruction in foreign trade. The Bureau of Education reported not a single high school in the larger cities giving foreign-trade instruction for the school year ending June, 1917. Since that date several cities have introduced the subject, following Boston's lead. There is yet a great diversity in treatment, qualitative as well as quantitative. In the New York High School of Commerce it is given full treatment as one of the nine career study groups. With increasing need for this kind of instruction manifest among the better private business schools, it is to be expected that a course in training similar to that now given at the Butler School of Commerce in San Francisco will be offered.

The most hopeful outlook for this special kind of training is to be found within the colleges and universities, several of which, notably urban universities, have greatly expanded their course in training for foreign service. This is true not only of higher institutions in large port cities, where it is naturally to be expected, but inland institutions with their newly established schools or departments of commerce or business administration are now offering foreign trade by group treatment. Special mention should be made of the increased opportunity for instruction now offered at the Nation's capital in the supplementary schools of Georgetown University and the American University; and of the marked departure in the establishment in October, 1920, of a branch of Boston University in Habana, Cuba. The courses of the Habana Institution will parallel those given in Boston and lead to the same degree, bachelor of business administration. Of special interest to students who are preparing for a career in foreign commerce is the fact that students may begin their course of training in one branch and complete it in the other.

FOREIGN TRADE TRAINING SURVEY.

This division of the bureau cooperated with the Association of Urban Universities and the Committee of Fifteen on Educational Preparation for Foreign Service in making a field survey of the character and the extent of foreign trade in a few major cities in order to determine whether and how schools and colleges can train for foreign trade. The investigation in each city was carried on by a competent group of local educators and business experts.

In the conduct of the survey there was naturally a wide variety of practice in the selected cities. Difficulties were encountered peculiar to this novel field. The survey inaugurated a new type of cooperative service of Government, business, and the schools, and should serve as a model for subsequent surveys of similar purpose to be carried on by the same or by other agencies.

The survey was twofold in character: To ascertain the character and volume of foreign trade in a particular city and local needs for trained employees in home and foreign field; and to ascertain the educational opportunities in schools of all types and grades for supplying this trained service. On the basis of dependable information furnished by this investigation the local cooperating committees would recommend study courses and give expert counsel to school authorities helpful in enabling the schools progressively to meet local business needs for a foreign trade personnel.

Fifteen cities were included in this major survey. Twelve cities have completed the work to be undertaken, have reported their findings to this bureau, and have carried out in varying degree the measures to be recommended. A brief report upon the survey as a whole will be shortly published. One may anticipate, however, at this time the published report by stating the following conclusions serviceable in constructing foreign trade training programs:

A. For the Export Manufacturer. (1) A great majority of business men in all cities prefer that their foreign trade employees have at least secondary school training, and it is significant to note the large number to require college training as a requisite for employment. There has been marked advance in this respect since the investigation made five years ago by the educational committee of the National Foreign Trade Council. (2) Direct exporting is the favored plan in six, and of equal rank in three other cities. This information should be of the greatest help in determining the character and extent of foreign trade training, since it safely predicts a basis of permanency for the foreign trade of this country. (3) The survey indicates the increasing participation of women in foreign trade service, still largely routine in character, however. (4) In the division or classification of service performed the selling service leads, with shipping a close second.

B. For the Export Merchant and Commission House. (1) The survey indicates that the demand for this type of service was not decreasing at the time of the survey. (2) Latin America and the Far East are the special trade spheres. (3) Spanish and French are the languages of correspondence. (4) Knowledge of purchasing is an essential. (5) High-school training is considered sufficient for employment.

C. Forwarding Agents. The survey shows a preference for Americans taken from high schools without further training than that given in the actual conduct of the business. It would seem, therefore, that it might be well within the province of the high schools to restrict their vocational foreign trade training to this type of service.

D. Bank and Credit Institutions. (1) The survey reports no difficulty in finding employees for home service. (2) The percentage of women employed is large in the reporting cities, 31 per cent in Chicago and 28 per cent in New York. (3) Training in actual business is preferred with the exception of New York, where preference for a cooperative plan is expressed. (4) Continuation training is carried on to a very marked degree in all cities except those on the West Coast.

The published report on this survey will give results by cities. From the foregoing, however, can be made the following summary: For service in sales and management the need for college training based upon previous secondary preparation is increasing; in training for special service, more or less routine in character, the secondary schools have and will continue to have a large part to play as these special services become more and more definite.

In the meantime even greater experimentation in training is to be expected. It is hopeful to note, however, the increasing number of institutions to establish their foreign trade training upon the basis of careful preparation to include the knowledge of markets, technique of marketing, and the ability to use the languages of these markets.

COMMERCIAL ENGINEERING.

There has been gratifying response on the part of higher institutions to the recommendations of the committee conference of June 23-24, 1919, on business training for engineers and engineering training for students of business, organized by this division of the bureau in cooperation with a committee of engineering and commerce education experts appointed by the Commissioner of Education. The report of this conference has been published as Bureau of Education Bulletin, 1919, No. 58.

The resolutions of this conference called attention to the demand for men with combined technical engineering and business training, and recommended that students in commercial courses be given opportunity to take special courses in the basic principles and practices of engineering; that the economic phases of engineering subjects be emphasized for engineering students; and that there be developed a coordinated program in engineering and commerce which will give to the graduate practical training in modern languages, the essentials of engineering, and knowledge of business theory, and skill

in its practice essential to the management of overseas development projects.

A large number of higher institutions cooperated in this constructive conference program and have since modified in small or large degree their engineering training in order to permit at least one group of their students to work to this special objective and furnish a supply of men for a known need in our industrial-commercial development. The recommendations of the committee have been of service in the establishment or extension of the work at many large institutions. Of these institutions may be mentioned the following for the purpose of further inquiry: University of Alabama; University of California; University of Southern California; Sheffield Scientific School of Yale University; Georgia School of Technology; University of Notre Dame (Indiana); Iowa State College; Tulane University; Johns Hopkins University; Massachusetts Institute of Technology; University of Missouri; Princeton University; College of the City of New York; Columbia University; New York University; North Dakota Agricultural College; University of North Dakota; Oregon Agricultural College; Carnegie Institute of Technology; Swarthmore College; Brown University; University of South Dakota; University of Utah; Norwich University (Vermont); West Virginia University; University of Washington.

The course taken by the University of Cincinnati has been radical. In furtherance of the object of this combined training, this university has recently coordinated the departments of engineering and commerce under the administrative direction of a dean of engineering and commerce. This work was inaugurated at the University of Cincinnati September 22, 1919. The announcement of this coordinated college reads:

This course is planned to meet a demand on the part of the larger business organizations for men thoroughly trained not only in the commercial side of business enterprises but in the productive side as well. The relationships between production, marketing, accounting, and finance are so close that a knowledge of all of them is essential to work in the higher commercial positions related to large business undertakings. The cooperative course includes theory and practice in all of these phases of business.

RELATED ACTIVITIES OF FEDERAL BUREAUS.

In recent years several of the Federal departments have, through pertinent bureaus, carried on investigations and published bulletins helpful in suggesting ways and means for securing better methods in production and distribution. In some cases these studies and publications are intended for direct training of the personnel of the departments or of men and women engaged in that phase of business which is the special field of inquiry of a particular department. It

would seem, therefore, fitting in this report to refer, in conclusion, to the following:

Department of Agriculture—Bureau of Markets.—A series of bulletins on business practice and account keeping for cooperative stores, country groceries, cooperative elevators, live stock shipping associations, grain elevators, fruit shipping associations, and country warehouses.

Office of Farm Management and Farm Economics.—This bureau, recently organized, considers the economic aspects of agriculture to include cost of production and prospective returns, farm organization, credits and finance, prices and market facilities, etc.; and the economic history and geography of agriculture. On the basis of these investigations, now carried on over large areas, studies of incalculable value will be furnished the larger schools of commerce, particularly in the agricultural States, in the construction of a better coordinated program of instruction in commerce in which will share all factors in production upon which intelligent and efficient distribution or marketing must finally be based.

War Department—War Plans Division.—The secretary of the advisory board reports a rapidly growing business training program and the preparation of several outline courses which are now being printed.

Department of Labor.—Publications of the Training Service, a war activity which dealt with the subject of commercial training in its various aspects, were discontinued June 30, 1919, and there have been no publications since that date.

United States Shipping Board—Recruiting Service.—The training carried on by this service of special interest to commercial education is that which is emphasized concurrently with the sea-training program, namely, a maritime commerce course which is to be established at or near the principal American ports to include accounting, business correspondence, business principles, economics, elements of statistics, markets, elementary transportation, principles of foreign trade, one or more foreign languages, exports and imports, railroad and marine rates, business administration, business law, admiralty law, advertising, ship operation, and other basic subjects. The course now given at the University of Washington may be cited as typical of the program offered by the United States Shipping Board Free School of Navigation and Maritime Commerce in cooperation with schools or departments of business administration or commerce. The plan is to divide the academic year into four quarters. In the beginning year the first three-quarters will include accountancy, business correspondence, ship operation, business statistics, economic resources, typewriting, and an elective. During the

fourth quarter the student is assigned to sea-training or to business practice under supervision of the cooperative business firm. For the remainder of this four-year period required for graduation, the student will spend alternating quarters in study at the university and in service at sea or in practice in business. The course is of college grade, with the university entrance and graduation standards.

Department of Commerce—Bureau of Foreign and Domestic Commerce.—The officials of this bureau have taken a keen personal interest in the furtherance of commercial education. They have aided in the organization of schools for the study of foreign trade and have done everything within their power to stimulate effective work along this line. Classes have been taught by certain of the bureau's officials and chiefs of the division. The cooperation of the bureau, and in particular of the district office managers and cooperating foreign trade secretaries of chambers of commerce, was of incalculable value to the foreign trade training promotion program recently carried on by the Bureau of Education, of which mention is made elsewhere in this brief report. This bureau has long recognized the need for more thorough instruction in exporting methods, principles, and routine; and in pursuance of this purpose has published during the fiscal year 1919-20 four monographs designed to encourage and facilitate the study of all the factors in American overseas trade. Only brief reference can be made to these four monographs, which were prepared in cooperation with the Federal Board for Vocational Education or the United States Shipping Board. "Training for Foreign Trade," by R. S. MacElwee, F. G. Nichols, and others, Miscellaneous Series No. 97. This bulletin includes general basic courses covering export technique, market studies of major commercial areas, and courses in foreign languages.

"Paper Work and Export Trade," by G. E. Snider and R. S. MacElwee, Miscellaneous Series No. 85. This bulletin deals with the fundamental factors in the handling of orders from abroad and is supplied with a portfolio containing forms for practice work.

"Training for the Steamship Business," by R. S. MacElwee, Miscellaneous Series No. 98. This bulletin presents the plan and scope of instruction and furnishes six study outlines dealing with traffic management, wharf administration, marine insurance, laws of the sea, and steamship operation.

"Selling in Foreign Markets," by G. E. Snider, Miscellaneous Series No. 81. This publication consists of selected readings from published statements of business men and gives an analysis of sales methods.

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